

# Coaching Cricket



## A Resource for the Classroom Teacher



Produced by the Cricket NSW Development  
Department to address the aims of the  
K-6 PD/H/PE syllabus

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# Introduction

When taking on the coaching role of any team the coach or teacher should keep in mind a number of issues to ensure that all players have a rewarding and enjoyable experience. The coach should be aiming to create an environment where players can enjoy their cricket whilst developing their skills and gain an understanding of teamwork as well as a balanced attitude towards competition.

The following manual provides an overview of the types of coaching philosophies a coach should be embracing and also gives practical suggestions on modified games and skill activities that can be implemented by coaches at any level.

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## **1. The Aims of Junior Sport**

A coach should be familiar with the aims of junior sport and how they relate to the needs of those participating. They are as follows:

- enjoyment for all
- equal opportunity for all to participate
- development of a balanced attitude towards competition
- development of team spirit and co-operation
- development of basic skills

Ask yourself whether your sessions are achieving these aims.

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## **2. Participation = Enjoyment**

We all play sport for enjoyment and clearly the greater our level of participation and involvement the more satisfaction we will get out of 'being on the team'. Try to remember this with the team you coach and when running a training session keep all players as active as possible. The following tips may assist you in doing this:

- have players working in pairs rather than in large groups
- introduce competition, it promotes enjoyment and intensity at training. For example, how many catches in thirty seconds.
- Talk less – more action
- Don't let activities drag on as students will quickly become disinterested

### **3. Introducing a Skill**

The introduction to any skill or game is very important as it will more than likely be the players' first exposure to it. Introductions should be kept relatively short in terms of talking, it is far more important at this stage to provide players with an accurate demonstration\* of the skill as well as allowing them the opportunity to experience the skill themselves.

A good introduction includes the following;

- the skills relevance to the sport
- the main coaching points – when giving coaching points try and describe them in a way that players will relate to. For example, in catching, players need to cup their hands as though they were 'getting a drink out of the tap'.
- The common errors associated with the skill
- A demonstration
- The first activity – a chance to execute the skill themselves

\*If you are not confident in demonstrating the skill yourself (ie, correctly), ask someone else to demonstrate it.

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### **4. Basic principles of Coaching**

#### **a) Plan your sessions**

- make certain you are organised prior to the session
- if necessary, write down your plans for the session on paper
- ask class members to get equipment ready for you

#### **b) Demonstration**

- ensure that everyone can see
- if you are not confident of demonstrating a particular skill, select a competent student to do it
- ensure students are not looking into the sun

### c) Use figurative descriptions where possible

- Don't catch like a crocodile
- Imagine you are catching an egg
- Pick up the bat like an axe

### d) Progressive drill sequence

- Start with a basic drill and increase difficulty as required
- Don't spend too long on the one drill
- Try to make activities competitive where possible

### e) Correct one error at a time

- Always correct the error which when changed will have the biggest impact
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## **5. Safety in Sport**

### a) Equipment

- In inter-school cricket, players should wear helmets, as they provide essential protection to batters, fielders and wicketkeepers, both at practice and in a match. A good helmet has a face grille, fits comfortably, protects the back of the head and temples, is light and well ventilated, hygienic and can withstand the impact of a cricket ball without splitting or breaking. Only Cricket Helmets displaying the Australian Standards Approval should be worn.
- Although it may sometimes be taken for granted, it is essential that Junior Cricketers when batting and wicketkeeping, use correct pads, gloves and protectors when playing and practicing with cricket balls. Thigh guards for batters should also be considered. All these items are manufactured in sizes to suit junior players.
- Consider modified balls. Smaller, lightweight, more manageable and less dangerous cricket balls are now available. The balls used in Kanga Cricket and the popular 'Incrediball' are examples of safer, modified balls.
- Use the appropriate sized bat. A more manageable bat will directly influence the ease with which the player hits the ball. It will also aid in the development of proper technique. Be aware of the different size and weight of bats suitable for junior players.

## b) Group Management

- ensure that participants are hitting away from other groups
- use witches hats wherever possible, as they clearly indicate where students should position themselves
- if you do not have enough space to safely conduct an activity, choose another activity

## **6.Important Information for Teachers!!**

This manual has been produced in close consultation with teachers to ensure that many of the outcomes and indicators outlined in the Personal Development, Health and Physical Education K-6 syllabus are addressed. The following is an overview of the subject matter that is contained in this resource as it relates to the syllabus. More detailed descriptions can be found at the end of the document.

### Manipulative Skills

- Throwing - for accuracy/distance
  - bowl
  - underarm/overarm
- catching - using equipment
  - attacking/defensive
- hitting - two hands
  - distance & accuracy

### Games

- modified games

### Playing the Game

- teamwork
- safety considerations
- benefits & influences on participation
- effort and practice
- competition
- fair play
- rules/tactics/strategies

## **STUDENT ASSESSMENT**

- Observe student participation in lessons
- Observe students' demonstrations of the selected skills
- Ask students to design activities that incorporate selected skills
- Use a checklist to build up a skills profile of each student

## 7. Popular Modified Games and Skill Activities

The following section provides suggestions for activities and games that can be used to practice the fundamental skills of cricket. It is recommended that for each facet of the game the skill activities be undertaken before playing the modified games.

### WARM-UP GAMES



#### 1. Snowball Tag

Make a square 10m x 10m (depending on group size). All players must stay within this square. One person is nominated to be 'in', this person must try to tip other people within the square. If a player is tipped they must join hands with the person who tipped them and continue to tip other people.



#### 2. Dodgeball

All players stand inside a rectangle approximately 10m x 10m. One player is nominated to stand outside the rectangle. This player has to throw a (soft) ball at the players inside the area attempting to hit them below the knees. If a player is hit below the knees he or she grabs a ball and joins the player on the outside of the area. The last player left inside the circle is declared the winner.





### 3. Bombardment Ball

Equipment – 1 soft ball per player and one volleyball

Teams stand in a straight line 10m apart facing towards each other.

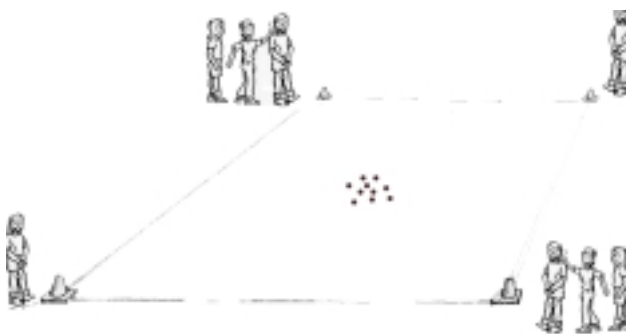
The volleyball (or similar) is placed

in the middle 5m from each line. On the coach's signal, players throw balls at volleyball trying to knock it over their opponent's goal line to score a point. The only way the ball can be stopped from passing the line is by throwing another ball at it. The coach may stop the game at any time for students to retrieve balls. After each goal the volleyball is replaced in the middle.



### 4. Keep the Bucket Full

The coach has a bucket of balls. The coach then throws the balls as quickly as possible trying to empty the bucket. Players must retrieve the balls and return to the bucket so that it is kept full. Game continues for a short period of time. If the bucket is still full at the end of the game the team is declared the winner.



### 5. Rob the Nest

Form a square with markers and have an equal number of players behind each marker. Place balls in the middle (nest). Rotate through the group so that the first player in each line runs into the middle and takes a ball and places it at their marker before joining the end of the line. The

next player in line then leaves to retrieve a ball. When there are no more balls in the middle, groups can start stealing from other groups' nests. Only one player is allowed to take a ball at a time. The team with the most balls wins.

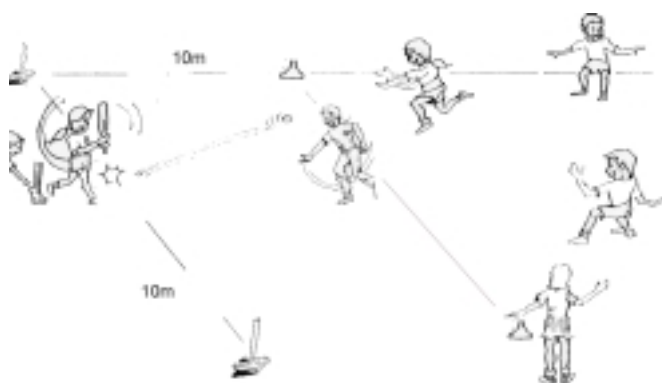
# BATTING

## Skill Development Activities

### 1. Driving Cricket

Equipment - 1 tee, 2 markers, 2 stumps, 1 bat & 1 ball per game (8-10 players)

A ball is lobbed to the batter (or hit off a batting tee) who has to drive between two



markers, in between which stand the fielding team. The batter then has to run around a side marker and get back before the ball is returned to the wicketkeeper. The player is awarded 10 points each successful hit, -5 points each time he or she is run out or caught and 0 points if they fail to hit the ball between the markers. Each player faces five (5) deliveries.

### Coaching Points

The following coaching points may be helpful when teaching batting:

1. Have eyes fixed on the ball
2. Step with the front foot towards the ball
3. Keep the bat as straight as possible when hitting the ball, i.e. try and hit it straight back at the bowler.

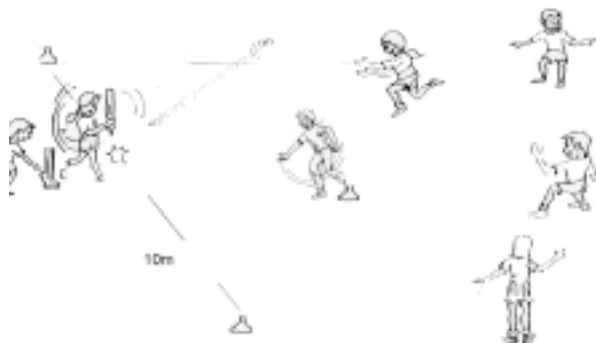


### 2. Helter Skelter

Equipment – 1 bat, 1 ball, 1 stump, 4 markers and 1 tee

The group is divided into two equal teams, one a batting team and the other a bowling team. A ball is lobbed to the batter who tries to hit the ball between the markers with a pull or hook shot. The batter then runs out to the bowler and has to get back before the ball is returned to the wicketkeeper. Note that batters are automatically dismissed if they fail to hit the ball between the markers.

## Modified Games



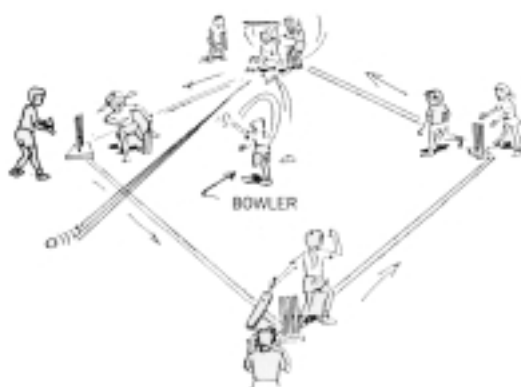
### 1. Continuous Cricket

Equipment – 1 stump, 3 markers, 1 bat and 1 ball per game

The group is divided into two equal teams. The ball is bowled to the batter who hits the ball. Batter has to run around a side marker and get back to the crease before the ball is returned to the bowler.

The bowler may bowl immediately, whether the batter has returned or

not. Batters may be dismissed bowled, caught or hit-wicket. Teams change over when all batters are dismissed. The team scoring the most runs wins.



### 2. Diamond Cricket

Equipment – 5 bats, 4 sets of stumps, 1 marker and 1 ball per game

A baseball type diamond is set up with a set of stumps at each of the 4 bases.

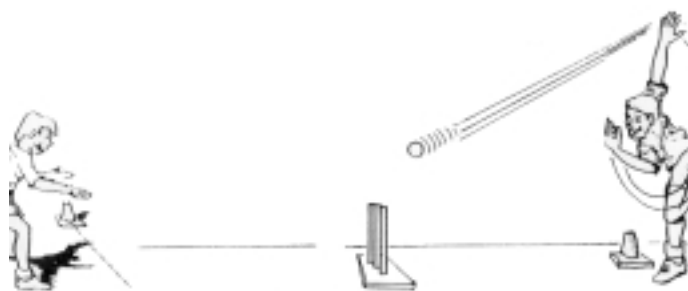
One bowler, who is normally the coach, bowls from the middle of the diamond.

There are 4 wicketkeepers, with the remainder of the fielding team in the field. The batting team has 4 batters in at one time, with the rest of the team

waiting on the side. When the ball is hit, all 4 batters run to their right-hand side (anti-clockwise) to the next set of stumps. Batters may run more than one base at a time. Methods of dismissal are bowled, caught, hit-wicket or run-out. (More than one batter may be dismissed at a time, that is, one caught and one run-out for example). The batting team bats either (a) until all batters are dismissed or (b) for a specified time. Batters must carry their bat with them at all times. The team that scores the most runs wins.

# BOWLING

## Skill Development Activities



### 1. Pairs Bowling

Equipment – 1 set of stumps, 1 marker & 1 ball per group  
Working in pairs players bowl at a set of stumps keeping a count of how many times they hit them.

### 2. Target Bowling

A similar activity to the previous one with the emphasis placed on length as well as line. Markers and/or hoops are placed on the ground at various distances from the stumps. Points are awarded according to the area the ball lands in.

### Coaching Points

The two main ways to teach bowling are as follows:

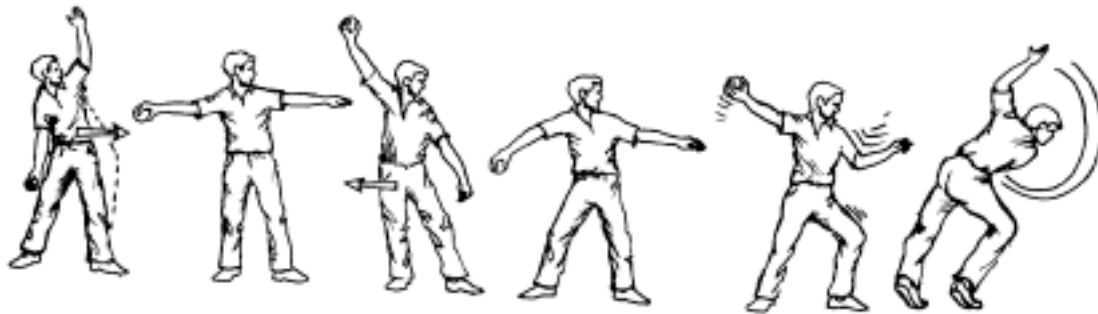
#### 1. Method – Pull the String

- stand side on to target (stumps)
- stretch the string with front arm reaching for the sky and bowling arm next to back knee
- pull the string with front arm and release the ball
- follow through after ball has been released

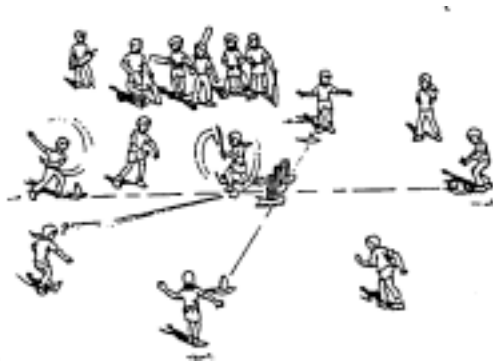


## 2. Method – Rock and Bowl

- Make a 'cross' with the arms then turn side on with the arm holding the ball at the back
- Head level and turned to look at batter
- Begin rocking from front foot to back foot like a see-saw
- Once you have a good rock release the ball as you rock forwards
- Front arm pulls down past left hip with bowling arm following across body



## Modified Games



### 1. 4 Bowler Cricket

Equipment – 3 bats, 1 ball, 4 markers, 4 sets of stumps

Four sets of stumps are set up as shown in the diagram. Four bowlers are situated opposite each stump at a distance of approximately 10m. When the batter hits the ball, he or she must run to the marker from which the ball has been bowled from and return to the stumps in the middle.

The ball is thrown to any of the 4 bowlers by the fielder who may bowl immediately, whether the batter is ready or not. Batters may be dismissed bowled, caught or hit-wicket. When a batter is dismissed the next batter quickly comes in. The bowlers may continue to bowl whilst the batters change over. Teams change over when all batters are dismissed. The team with the most runs wins.

# THROWING

## Skill Development Activities



### 1. Crossfire Throwing

Equipment – 1 ball per pair & 1 set of stumps

Players from a circle with partners opposite each other. Overarm throw at stumps between partners. Pair score 1 point every time they hit the stumps. When throwing the ball encourage players to step towards their partner with opposite foot to preferred hand.



### 2. Dodgeball

All players stand inside a rectangle approximately 10m x 10m. One player is nominated to stand outside the rectangle. This player has to

throw a (soft) ball at the players inside the area attempting to hit them below the knees. If a player is hit below the knees he or she grabs a ball and joins the player on the outside of the area. The last player left inside the circle is declared the winner.

## Coaching Points

When teaching throwing the following technical points should be emphasised:

1. Stand in a side-on position to the target.
2. Throw 'over the top' of the shoulder, using hips, shoulder, followed by the arms
3. Finish front-on to the target

## Modified Games

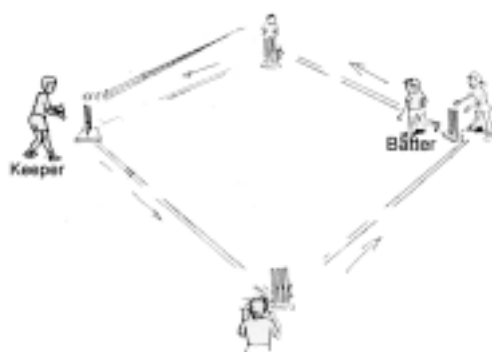


### 1. Bombardment Ball

Equipment – 1 soft ball per player and 1 volleyball

Teams stand in a straight line 10m apart facing towards each other. The volleyball (or similar) is placed in the middle 5m from

each line. On the coach's signal, players throw balls at volleyball trying to knock it over their opponent's goal line to score a point. The only way the ball can be stopped from passing the line is by throwing another ball at it. The coach may stop the game at any time for students to retrieve balls. After each goal the volleyball is replaced in the middle.



### 2. Beat the Ball

Form two equal teams. Set up a diamond with a player on each base. The batter hits the ball off the tee within the diamond, then runs around the diamond. Fielders throw the ball back to the catcher/wicketkeeper, then around the bases in the opposite direction to what the batter is running. If the batter beats the ball back to the base they started from,

he/she scores a run for their team.

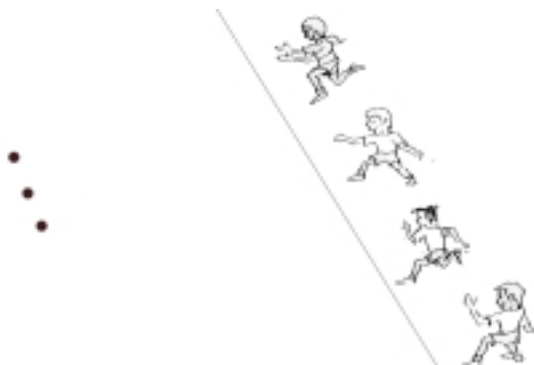
# FIELDING

## Skill Development Activities



### 1. Field and Throw

Pairs roll the ball to each other practicing picking the ball up two handed. Once this has been mastered roll the ball to the side and pick up two handed and finally move into fielding with the left or right hand only.



### 2. Scramble

Equipment – balls, markers

Players lie face down behind a line. Balls are placed on the ground along another line 20m away. The number of balls should be one less than the number of players. On the coach's signal player's sprint to the balls, retrieve one each, and sprint back to the starting line. The player missing out on a ball goes out of

the game and another ball is removed. This is repeated until there is one player remaining, who is declared the winner.

## Coaching Points

When teaching fielding it is beneficial to discuss the following points:

1. Eyes focused on the ball
2. Bend the knees when picking up the ball
3. Attempt to have the body as a second line of defence at all times



## Modified Games

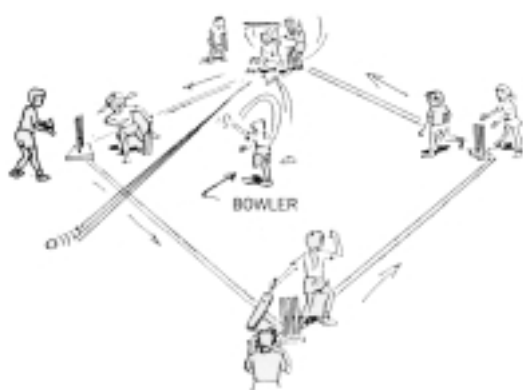


### 1. Fielding Soccer

Equipment – 4 markers, 1 ball and 2 stumps

Divide players into two teams. The aim is to roll the ball below knee

height between team members to hit the stumps. Players are not allowed to run with the ball or hold the ball for longer than 3 seconds. If the ball is dropped, fumbled or goes outside the marked area, the team loses possession.



### 2. Diamond Cricket

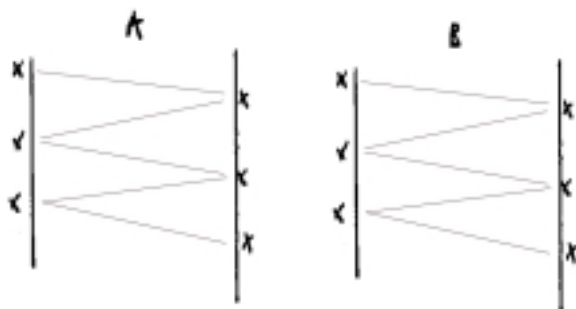
Equipment – 4 bats, 4 sets of stumps and 1 ball per game

A baseball type diamond is set up with a set of stumps at each of the four bases. One bowler, who is normally the coach or teacher, bowls from the middle of the diamond. There are 4 wicketkeepers, with the remainder of the fielding team in the field. The batting team has 4 batters in at one time, with the rest of

the team waiting on the side. When the ball is hit, all four batters run to their right hand side (anti-clockwise) to the next set of stumps. Batters may run more than one base at a time. Methods of dismissal are bowled, caught, hit-wicket or run-out. (More than one batter may be dismissed at a time, that is, one caught and one run-out for example). The batting team bats either (a) until all batters are dismissed or (b) for a specified time. Batters must carry their bat with them at all times. The team scoring the most runs wins.

# CATCHING

## Skill Development Activities



### 1. Race the Ball

Equipment – 1 ball and 4 markers per team

Divide the group into two equal teams. Organise each team into two lines facing each other.

Player 1 on each team begins with the ball, which is thrown in a zigzag pattern to the top of the line and then returned to the first

person in the same pattern. The first team to have the ball returned to player 1 is the winner.



### 2. Crossfire catching

Equipment – 1 ball per pair

Players form a circle with partners opposite each other. Underarm throw across the circle to partner.

The activity can be made more challenging by using only the left or right hand to catch. The activity can also be converted into a game by seeing which pair can complete the most catches in a specified period of time.

## Coaching Points

When teaching fielding it is beneficial to discuss the following points:

1. Eyes focused on the ball
2. Bend the knees when picking up the ball
3. Attempt to have the body as a second line of defence at all times

## Modified Games

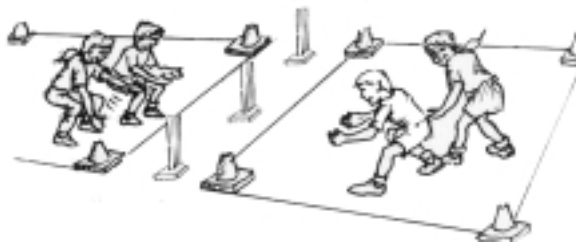


### 1. Fielding Soccer

Equipment – 4 markers, 1 ball and 2 stumps

Divide players into two teams. The aim is to underarm the ball between team members to the

hit the stumps. Players are not allowed to run with the ball or hold the ball for longer than 3 seconds. If the ball is dropped or goes outside the marked area, the team loses possession.



### 2. Catching Tennis

Equipment – 8 markers, 3 sets of stumps and 1 ball

Players lob the ball into the opposition square. If the ball hits the ground inside the square the throwing

team receive a point. If the ball hits the ground outside of the square the team not throwing receives a point. Vary the size of the square or have players only use their left or right hand to catch or throw to increase or decrease difficulty. As a variation players can be eliminated if they drop the ball or it lands in the area closest to them. The last person left is the winner.

## **PD/H/PE SYLLABUS INFORMATION**

Listed below are the areas of the PD/H/PE syllabus that are addressed in this manual in terms of learning outcomes and indicators.

**STRAND:** Games & Sports

**STAGE:** 2

### **OUTCOMES & INDICATORS:**

#### **GSS2.8 – Participates and uses equipment in modified cricket**

- demonstrates fun ways of practicing skills e.g. partner, team
- describes how co-operation and encouragement lead to success in cricket
- demonstrates efficient ways of using equipment while working co-operatively with others
- demonstrates a range of skills in practices and cricket. E.g. catching and throwing in moving and stationary positions, striking with bat
- explains the correct use of specific cricket equipment

#### **MOS2.4 – Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.**

- throws overarm proficiently
- strikes proficiently for distance

**V5 – See Stage 3**

**STRAND: Games & Sports**

**STAGE: 3**

**OUTCOMES & INDICTORS:**

**GSS3.8: Applies movement skills in cricket that require communication, co-operation, decision making and observation of rules.**

- participates in cricket, combining strategy, teamwork, movement skills and fair play
- combines a series of skills for use in cricket e.g. throw, catch, hit, bowl etc
- describes the roles they play as a team member. E.g. captain, bowler, wicketkeeper, fielder
- explains the rationale for particular strategies and rules in cricket

**MOS3.4: Refines and applies movement skills creatively to a variety of challenging situations**

- adapts throwing action to cater for distance, accuracy and speed

**COS3.1: Communicates confidently in a variety of situations**

- uses negotiation skills in group activities

**V5: Willingly participants in regular physical activity**

- enjoys regular participation in worthwhile physical activity